

TITLE I SCHOOL IMPROVEMENT GRANT

Grant Award Period: April 15, 2013--September 30, 2015

Application Window 1 - Application Draft Due Date: November 15, 2012

Final Application Due Date: December 15, 2012

Application Window 2 - Application Draft Due Date: February 15, 2013

Final Application Due Date: March 15, 2013

LEA COVER PAGE

NAME OF SCHOOL DISTRICT: _____

ADDRESS: _____

CITY, STATE AND ZIP CODE: _____

AREA CODE/TELEPHONE NUMBER: _____

FAX NUMBER: _____

DISTRICT GRANT CONTACT PERSON: _____

POSITION/TITLE: _____

ADDRESS: _____

CITY, STATE AND ZIP CODE: _____

AREA CODE/TELEPHONE NUMBER: _____

EMAIL: _____

DATE SUBMITTED: _____

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PART II: LEA APPLICATION
Title I School Improvement Funds
School Improvement Grant Application for 1003 (g)
(Coordinated with RTTT and 1003(a) Funds)

A. Assurances: An LEA must include the following assurances in its application for a School Improvement Grant. *(Items 1-4 are federal SIG requirements; items 5-14, are Tennessee Department of Education (TDOE) list of other federal and state requirements.)*

The LEA must assure that it will—

- 1) Use its School Improvement Grant to implement fully and effectively an intervention in each Priority school that the LEA commits to serve consistent with the final requirements;
- 2) Establish annual goals for student achievement on Tennessee Department of Education (TDOE) assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority school that it serves with school improvement funds;
- 3) If it implements a restart model in a Priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;
- 4) Report to the TDOE the school-level data required under section III of the final requirements;
- 5) Modify its practices and policies as necessary to enable its schools to implement the interventions fully and effectively;
- 6) Meet the requirement that School Improvement Funds will be used only to supplement and not supplant; federal, state, and local funds a school or school district would otherwise receive;
- 7) Agree to the lower-tier certification covering lobbying and debarment/suspension under 34 CFR Parts 82 and 85;
- 8) Participate in evaluation studies conducted by the U.S. Department of Education, the TDOE and the local school district;
- 9) Complete and submit an end of the year written report to the TDOE documenting the use of these funds and the impact on school improvement;
- 10) Ensure participation of all principals of schools awarded the School Improvement Grant in the TDOE Turnaround Principal Cohort.
- 11) Principals of schools receiving the School Improvement Grant will be given autonomy over teacher selection.
- 12) Provide principals designated to lead schools with autonomy over staff selection beginning immediately upon receipt of the grant.
- 13) Schools receiving the School Improvement Grant will meet or exceed 8 to 10 percent gains in math and reading/language arts or be subject to takeover by the state's Achievement School District (ASD);
- 14) The State may retain Section 1003 (a) school improvement funds for direct technical assistance to eligible schools and districts for its statewide system of support as allowed in Section 1003 (b) (2).

Print Name of Director of Schools (or designee):	Signature of Director of Schools (or designee):	Date
Print Name of Board Chair:	Signature of Board Chair	Date

Signature of the local education agency's (LEA) Title I director indicate the proposed plan verifies that the application addresses the designated purposes for the use of these School Improvement funds.

The School Improvement funds are appropriately allocated. The proposal is in substantially approvable form. The application will be forwarded to the Office of Federal Programs in Nashville for final approval.

Name of School District:		
Title I Director's Name:	Title I Director's Signature:	Date

LEA Waiver

The LEA must check the following waiver if applicable and indicate for which schools it will implement the waiver.

- ☐ Implementing a schoolwide program in a Priority Title I participating school that does not meet the 40 percent poverty eligibility threshold.

(School(s))

Tennessee School Improvement Grant Timeline

<i>Dual application windows are offered. Districts in leadership or structural transition are strongly encouraged to apply during the winter application window.</i>	Fall Application	Winter Application
Technical assistance webinars and on-site meetings with LEAs	September 2012 to October 15, 2012	September 2012 to October 15, 2012
Letter of intent due to the TDOE, with selected application window noted.	October 15, 2012	October 15, 2012
Application <u>draft</u> due to the TDOE	November 15, 2012	February 15, 2013
Grants reviewed, feedback provided	November. 15 to November 30, 2012	February. 15 to March 1, 2013
Grant application <u>final</u> due to TDOE	December 15, 2012	March 15, 2013
Final Grant application reviewed	December 15, 2012 to January 11, 2013	March 15 to April 10, 2013
Grant award notification letters sent to LEAs	January 15, 2013	April 15, 2013
Grant applications and awards posted to state website	January 15, 2013	April 15, 2013
Pre-implementation--if included in grant	Upon receipt of grant award through Sept. 1, 2013	Upon receipt of grant award through Sept. 1, 2013
Implementation Year 1	School Year 2013-14	School Year 2013-14
Milestone Visits	Oct. 2013, Jan. 2014, Mar. 2014	Oct. 2013, Jan. 2014, Mar. 2014
Evaluation of Year 1 for Year 2 funding by TDOE	May-June 2014	May-June 2014
LEA submission of updated budget/grant for Year 2	July 2014	July 2014
Implementation Year 2	School Year 2014-15	School Year 2014-15
Milestone Visits	Oct. 2014, Jan. 2015, Mar. 2015,	Oct. 2014, Jan. 2015, Mar. 2015,
Evaluation of Year 2 for Year 3 funding by TDOE	May-June 2015	May-June 2015
LEA submission of updated budget/grant for Year 3	July 2015	July 2015
Implementation Year 3	School Year 2015-16	School Year 2015-16
Milestone Visits	Oct. 2015, Jan. 2016, Mar. 2016	Oct. 2015, Jan. 2016, Mar. 2016
Grant evaluation reporting	July 2016	July 2016

I. General Information

A. Overview

Tennessee strives to provide a system of support that enables all students to improve every year and for those who are furthest behind to improve at a faster rate. The purpose of the School Improvement Grant (SIG) is to provide resources through a competitive application process to enable local education agencies (LEAs) with the greatest capacity to turnaround its Priority Schools, the state's lowest-performing schools.

B. Funding Priority and Schools to be Served

The goal of School Improvement 'g' funds is to target priority schools to implement robust and comprehensive reforms to transform school culture dramatically and increase student outcomes.

Eligible Applicants: Local education agencies (LEAs) with designated 2012-2013 Priority Schools. Priority schools that were previously identified as a Tier I or Tier II school and received a FY 2009 or FY 2010 School Improvement Grant to implement a federal model are not eligible to apply for the FY 2011 grant.

A list of all Priority schools is provided in Attachment A. The list includes those eligible for FY2011 funds as well as those ineligible to apply.

Dual application windows are offered. Districts in leadership or structural transition are strongly encouraged to apply during the winter application window. LEAs should notify the TDOE of its intent to apply and indicate its chosen application window by October 15, 2012.

Funding: Successful LEA applicants are awarded a minimum of \$50,000 and up to \$2,000,000 annually per school for the term of the grant. The TDOE reserves the right to fund applications at a lesser amount if the grant application does not fully justify the budget expenditures.

With the exception of the schools implementing the closure model, grants are renewable for the two subsequent years contingent upon federal SIG funding and progress in implementing and meeting student achievement goals established by the LEA and approved by the TDOE and progress on SIG leading indicators. Each LEA/school will be required to submit an annual report, update to its grant, including budget and plan, in order to receive the grant renewal.

D. Reporting and Evaluation Requirements

Applicants awarded SIG funds must satisfy periodic reporting and accountability requirements throughout the term of the grant. These requirements address (a) fiscal accountability, (b) program accountability, (c) fiscal and program reporting, (d) site visits, and (e) internal evaluation.

1. Fiscal Accountability

SIG grant funds awarded under Section 1003(g) funds must be used to supplement not supplant state and local funds that the school would receive in the absence of Title I funds. SIG funds cannot be used to supplant non-federal funds or to replace existing services.

2. Program Accountability

Each LEA and school receiving a SIG is responsible for carrying out its school improvement responsibilities in accordance with its approved grant application and action plan.

3. Fiscal and Program Reporting Requirements

SIG grantees must submit at least quarterly expenditure reports and implementation progress reports to the TDOE. The LEA is responsible for ensuring that reports are accurate, complete, and submitted on time. Each district must agree to respond to data requests from TDOE and USED including EdFACTS data. All data for the leading indicators listed in section III. A of the final requirements must be collected and submitted as required.

4. Site Visits by TDOE Representatives

LEAs and their schools must agree to site visits which will validate information provided in expenditure and progress reports and gather more detailed information on implementation efforts and challenges.

5. Internal Evaluation and Development of Systems for Collection of SIG Data:

LEAs and schools funded under the SIG program will create and use data systems that include formative and summative assessments to provide staff, students, and parents, and community/business partners continuous feedback, to identify program processing and practices that are resulting in improved teaching and learning and to identify and make adjustments where needed.

The LEA's must monitor each Priority school that receives SIG funds to determine whether the school:

- a. Is meeting annual goals established by the LEA for student achievement on the State's ESEA assessments in both reading/language arts and mathematics; graduation rate and attendance. The LEA should establish annual goals to cover all three years of implementation of the school implementation model.
- b. Is making progress on the leading indicators described in the final requirements. The following metrics constitute the leading indicators for the SIG program:
 1. Number of minutes within the school year;
 2. Student participation rate on State assessments in reading/language arts and in mathematics by student subgroup;
 3. Dropout rate;
 4. Student attendance rate;
 5. Number and percentage of students completing advanced coursework (e.g., AP/IB), early college high schools, or dual enrollment classes;
 6. Discipline incidents;
 7. Truants;
 8. Distribution of teachers by performance level on an LEA's teacher evaluation system; and
 9. Teacher attendance rate.

Each LEA funded will document the monitoring of each SIG school's implementation progress on a quarterly basis. The Year One evaluation must include pre-implementation activities. A report must be sent to the state annually to include leadership team and milestone meeting notes.

E. Application Instructions and Application Review

1. Application Instructions

Each LEA must submit:

- (1) LEA application
- (2) School Level “Intervention Model” template (Turnaround, Appendix E, Restart, Appendix F, Closure, Appendix G or Transformation, Appendix H) for each eligible school that the LEA commits to serve, a spending plan (budget justification documents), and a 3 year budget. There is no word count limit in the text boxes but applicants are asked to be succinct.

Please submit applications electronically to SIG.Applications@tn.gov. A paper copy of ONLY the cover page and signed assurances of the LEA application must be submitted with original signatures. The LEA should keep a copy of the signed application. These pages must be mailed to Rita Fentress at the address listed below:

Rita Fentress
TN State Department of Education
5th Floor – Andrew Johnson Tower
710 James Robertson Pkwy
Nashville, TN 37243-0379

2. Application Review

Reviewers will rate each application on its own merits and how well the application reflects rubric expectations. The scoring tool is located in Appendix B.

If deemed necessary, an interview with the applicant will be held to help the TDOE assess and ensure that the LEA application accurately reflects the LEA’s capacity and commitment to school reform.

II. Schools to be Served

A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.

Using the 2012-2013 Tennessee Priority Schools List (Appendix A), an LEA must identify each Priority school the LEA commits to serve with SIG funds beginning SY 2013-2014 and check (X) the model that the LEA will use in each school. (Add rows as necessary.)

SCHOOL NAME	NCES ID #	INTERVENTION			
		turnaround	restart	closure	transformation

Note: An LEA currently serving nine or more Tier I and Tier II (Cohort 1) schools and Priority (Cohort 2) schools, including both schools that are being served with FY 2009 SIG funds and FY 2010 SIG funds, may not implement the transformation model in more than 50 percent of Priority schools in this application. See section II.A.2(b) of the final requirements.

B. SCHOOLS THAT THE LEA WILL NOT SERVE:

An LEA must identify each Priority school the LEA will not serve.

SCHOOL NAME	NCES ID #

III. LEA Descriptive Information

A. Comprehensive Needs Assessment

The LEA must demonstrate that it has analyzed the needs of **each** school in order to select the appropriate intervention model that adequately addresses the needs of the school.

Complete the Comprehensive Needs Assessment portion of the appropriate model template for each Priority school the LEA commits to serve. (Appendix E-Turnaround, Appendix F-Restart, Appendix G, Closure, Appendix H, Transformation)

B. LEA Capacity

The LEA is required to indicate its capacity to serve schools by reviewing the areas listed below. Considering each of the listed areas, describe the LEA's capacity to serve Priority schools with school improvement funds.

1. LEA support to implementation. How does the process for support and response to SIG schools differ from the support and response to other schools? (e.g.: Innovation Zone (iZone) designated to work solely with SIG schools; principals' direct access on a regular basis to the Superintendent/Director of Schools; structure to facilitate a seamless system of support including district SIG staff and areas of curriculum, special populations, student support, human resources, etc.)

2. Commitment to support from relevant stakeholders. What methods did the LEA use to consult with relevant stakeholders including administrators, teachers, staff, parents, teachers' organization, school board and community on the LEA's application and selection of intervention models in its Priority schools? List the stakeholders involved in the application process, consultation dates, and types of communication.

3. LEA SIG leadership. Describe the LEA School Improvement Grant team that will support and oversee the implementation of selected models and strategies in each of its Priority schools. Include descriptions of credentials, competencies, and responsibilities of any new or existing district staff who will serve SIG schools. One member must be team must be the district's Director of Federal Programs.

4. LEA Federal Grant Office. What is the LEA's finance office past history in the management of federal grants? Include any audit findings within the past five years. Does the LEA draw down federal funds at least quarterly?

5. Availability of Human Capital. What is the LEA's strategy for recruitment and selection of effective school leaders, teachers, and staff to work in its lowest performing schools? How will the LEA ensure that only teachers with performance evaluation scores of levels 3, 4, and 5 will be assigned to SIG schools?

6. Process for evaluation and removal of ineffective principals, teachers, and staff. What is the LEA's process for evaluation of teachers, principals, and staff and removal of ineffective principals, teachers, and staff in SIG schools? If **not** removed from the LEA, how will tenured teachers and non-tenured teachers be reassigned?

7. Plans for Evaluation/Monitoring of the Grant. How will the LEA monitor and evaluate progress toward annual goals for student achievement, SIG leading indicators and implementation of interventions?

8. 3 Year Budget – Provide an LEA 3-year budget sufficient for full and effective implementation of SIG grants for all schools in the approved application throughout the availability of the funds. Complete Appendix D, *Budget and Budget Justification Template*.

C. Lack of Capacity: If the LEA is **not** applying to serve each Priority school, the LEA must explain why it lacks capacity to serve each Priority school. This must match the table labeled "Schools That the LEA WILL NOT Serve" in section B. The following areas should be addressed:

- The number of Priority schools;
- Access/proximity to higher performing schools (Closure Model);
- Recruiting ability for principals, especially for rural areas (Turnaround and Transformation models);
- EMO/CMO availability and capacity (Restart model);
- Ability to align funding from other sources with grant activities and to ensure sustainability of the reform (Turnaround Model, Restart Model, Transformation Model);
- Operational flexibility (Turnaround Model, Transformation Model); teacher evaluation system (Turnaround Model, Transformation Model).

D. Preparation for Implementation of Interventions

1. Design and implement interventions consistent with the SIG final requirements.

Complete the appropriate model template (Appendix E, F, G, H) for each of the Priority schools the LEA will serve with SIG funds.

2. Recruitment, screening, and selection of external providers, if applicable, to ensure their quality:

- a. If external providers are to be funded as collaborative partners, describe how the LEA will recruit, screen and select partners to ensure quality. The LEA must demonstrate a rigorous recruiting, screening, and selection process that includes the following:
 - A request for information (RFI) or other process for identification of potential providers;
 - A protocol for analysis of the connection between the provider's experience and the district and each school's comprehensive needs assessment;
 - A Memorandum of Understanding (MOU) to include a description of the provider's responsibilities and alignment with each school's needs, as well as the LEA and provider's shared accountability for the full and effective implementation of the intervention model and student achievement in the selected school;

- The LEA's process for monitoring and oversight of the provider's services.

b. Describe how the LEA will recruit, screen, and select external providers of professional development to ensure their quality.

Complete form in Appendix C, External Providers, if applicable, and attach to the application.

Please check appropriate box if Appendix C is attached. ☐ Yes ☐ No

3. Alignment of other resources with interventions. What specific actions will the LEA take to allocate additional funds to its Priority schools to align those funds awarded under 1003(g)? (e.g. State funds, Title I, Part A, Title I 1003(a), Title II, RTTT, etc.) Please note: The LEA may not use SIG funds to supplant funding or services that would be available to its Priority schools in the absence of SIG funds

4. Modification of policies and practices. Describe existing barriers to full and effective implementation of interventions in Priority schools. What are anticipated barriers? What practices and/or LEA board policies has or will the LEA modify to overcome barriers to the full and effective implementation of intervention models?

- Provide the name of School Improvement Grant Coordinator or other person who will address policy and procedural barriers throughout the implementation of the grant.
- Date of review and status of LEA board policy.
- Date of review and status of LEA practices or procedures.

5. Sustainability

a. What additional funding resources will the LEA allocate to its Priority schools, including but not limited to federal, state, and local education funds. (e.g., Title I, state and/or other federal grant funding). Please note: The LEA may not use SIG funds to supplant funding or services that would be available to its Priority schools in the absence of SIG funds.

b. How will the LEA sustain the reforms in its Priority schools after the period of SIG funding has expired. Include additional measures that it will take to continue reform after the life of the grant.

c. How will the LEA gather and share effective practices from the schools receiving SIG funds with other low-performing schools within the LEA?

IV. School Level Descriptive Information

An LEA must submit this section for **each individual school** it will serve.

Each Priority school must complete one of the four intervention model templates:

- (1) Turnaround (Appendix E)
- (2) Restart (Appendix F)
- (3) Closure (Appendix G)
- (4) Transformation (Appendix H)

APPENDIX A

Tennessee Department of Education (TDOE) 2012-13 Priority Schools								
ID	LEA NCES	SCH NCES	District	2011 - 2012 Title I	School	Eligible for FY 2011 SIG funds	Ineligible for 2011 SIG, received FY 2010 Award	Ineligible for 2011 SIG, received FY 2009 Award
1900030	4703180	01647	Davidson County	*	Bailey Middle School		X	
1900063	4703180	01400	Davidson County	*	Brick Church Middle School		X	
1900070	4703180	01267	Davidson County	*	Buena Vista Elementary Enhanced Option		X	
1900285	4703180	01307	Davidson County	*	Gra-Mar Middle School		X	
1900510	4703180	01350	Davidson County	*	Napier Elementary Enhancement Option		X	
1908040	4703180	02206	Davidson County	*	Smithson-Craighead Middle School	X		
3300021	4701590	00626	Hamilton County	*	Brainerd High School	X		
3308001	4701590	02211	Hamilton County	*	Chattanooga Girls Leadership Academy	X		
3300055	4701590	00704	Hamilton County	*	Dalewood Middle School	X		
3300194	4701590	00800	Hamilton County	*	Orchard Knob Elementary	X		
3300200	4701590	00801	Hamilton County	*	Orchard Knob Middle	X		
3300245	4701590	00828	Hamilton County	*	Woodmore Elementary	X		
3500055	4701650	00550	Hardeman County	*	Whiteville Elementary	X		
4700250	4702220	00809	Knox County	*	Sarah Moore Greene Elementary / Magnet	X		
7910010	4702940	01012	Memphis	*	Airways Middle School	X		
7910015	4702940	01013	Memphis	*	Alcy Elementary	X		
7910023	4702940	02040	Memphis	*	American Way Middle	X		
7910055	4702940	01021	Memphis	*	Brookmeade Elementary	X		
7910067	4702940	02229	Memphis	*	Caldwell-Guthrie Elementary	X		
7910085	4702940	01027	Memphis	*	Carver High School	X		
7910100	4702940	01030	Memphis	*	Cherokee Elementary	X		
7910108	4702940	01032	Memphis	*	Chickasaw Junior High School		X	
7910109	4702940	01034	Memphis	*	Coleman Elementary	X		
7910120	4702940	01037	Memphis	*	Corning Elementary		X	
7910125	4702940	01039	Memphis	*	Corry Middle School	X		
7910140	4702940	01044	Memphis	*	Cypress Middle School	X		

**Tennessee Department of Education (TDOE)
2012-13 Priority Schools**

ID	LEA NCES	SCH NCES	District	2011 - 2012 Title I	School	Eligible for FY 2011 SIG funds	Ineligible for 2011 SIG, received FY 2010 Award	Ineligible for 2011 SIG, received FY 2009 Award
7910150	4702940	01046	Memphis	*	Denver Elementary	X		
7910155	4702940	01048	Memphis	*	Douglass Elementary	X		
7910190	4702940	01057	Memphis	*	Fairley Elementary		X	
7910195	4702940	01058	Memphis	*	Fairley High School	X		
7910200	4702940	01059	Memphis	*	Fairview Jr High School	X		
7910210	4702940	01061	Memphis	*	Ford Road Elementary		X	
7910220	4702940	01063	Memphis	*	Frayser Elementary		X	
7910225	4702940	01064	Memphis	*	Frayser High School			X
7910240	4702940	01066	Memphis	*	Geeter Middle School		X	
7910245	4702940	01067	Memphis	*	Georgia Ave Elementary	X		
7910250	4702940	01068	Memphis	*	Georgian Hills Elementary	X		
7910290	4702940	01075	Memphis	*	Grandview Heights Elementary School	X		
7910300	4702940	01077	Memphis	*	Graves Elementary	X		
7910317	4702940	01080	Memphis	*	Hamilton High School			X
7910315	4702940	01081	Memphis	*	Hamilton Middle School		X	
7910320	4702940	01082	Memphis	*	Hanley Elementary	X		
7910330	4702940	01084	Memphis	*	Hawkins Mill Elementary	X		
7910333	4702940	01615	Memphis	*	Hickory Ridge Middle School	X		
7910335	4702940	01085	Memphis	*	Hillcrest High School	X		
7910345	4702940	01087	Memphis	*	Humes Middle School		X	
7910378	4702940	01978	Memphis	*	Kirby Middle School	X		
7910380	4702940	01096	Memphis	*	Klondike Elementary	X		
7910425	4702940	01958	Memphis	*	Lester Elementary School		X	
7910463	4702940	02043	Memphis	*	Lucie E. Campbell Elementary		X	
7910470	4702940	01112	Memphis	*	Magnolia Elementary		X	
7910480	4702940	01113	Memphis	*	Manassas High School			X
7910483	4702940	01114	Memphis	*	Manor Lake Elementary	X		
7910822	4702940	02191	Memphis	*	MCS Prep School - Northeast	X		
7910824	4702940	02188	Memphis	*	MCS Prep School - Northwest	X		
7910826	4702940	02190	Memphis	*	MCS Prep School - Southeast	X		
7910828	4702940	02189	Memphis	*	MCS Prep School - Southwest	X		
7910493	4702940	01115	Memphis	*	Melrose High School	X		
7918005	4702940	02045	Memphis	*	Memphis Academy Of Science Engineering	X		
7918052	4702940	02245	Memphis	*	Memphis School of Excellence	X		
7918048	4702940	02238	Memphis	*	New Consortium of Law and Business	X		
7910530	4702940	01124	Memphis	*	Norris elementary	X		

**Tennessee Department of Education (TDOE)
2012-13 Priority Schools**

ID	LEA NCES	SCH NCES	District	2011 - 2012 Title I	School	Eligible for FY 2011 SIG funds	Ineligible for 2011 SIG, received FY 2010 Award	Ineligible for 2011 SIG, received FY 2009 Award
7910543	4702940	02148	Memphis	*	Oakhaven Middle	X		
7910598	4702940	01138	Memphis	*	Raleigh Egypt High School	X		
7910596	4702940	01136	Memphis	*	Raleigh Egypt Middle School			X
7910625	4702940	01144	Memphis	*	Riverview Middle School	X		
7910645	4702940	01150	Memphis	*	Shannon Elementary	X		
7910655	4702940	01152	Memphis	*	Sheffield Elementary	X		
7910670	4702940	01156	Memphis	*	Sherwood Middle School	X		
7910695	4702940	01159	Memphis	*	South Park Elementary	X		
7910696	4702940	02127	Memphis	*	South Side Middle	X		
7910707	4702940	01161	Memphis	*	Spring Hill Elementary	X		
7910715	4702940	01164	Memphis	*	Treadwell Elementary	X		
7910723	4702940	02217	Memphis	*	Treadwell Middle School	X		
7910725	4702940	01166	Memphis	*	Trezevant High School			X
7910728	4702940	01168	Memphis	*	Vance Middle School	X		
7910754	4702940	02135	Memphis	*	Westside Middle		X	
7910765	4702940	01175	Memphis	*	Westwood Elementary	X		
7910770	4702940	01176	Memphis	*	Westwood Middle/ High School	X		
7910785	4702940	01180	Memphis	*	Whitehaven Elementary	X		
7910793	4702940	01182	Memphis	*	Whites Chapel Elementary	X		
7910795	4702940	01183	Memphis	*	Whitney Elementary	X		
7910820	4702940	01187	Memphis	*	Wooddale Middle	X		

Appendix B - School Improvement Grant Rubric

Section III - LEA Descriptive Information			
LEA Name:			
Strong	Moderate	Limited	Inadequate or Not Provided
Capacity: 80 Points Possible			
1. LEA Support to Implementation			
<input type="checkbox"/> The LEA has a state-approved Innovation Zone (iZone) application.		<input type="checkbox"/> The LEA does not have a state-approved Innovation Zone (iZone) application.	
<input type="checkbox"/> The LEA has reviewed its capacity to serve schools and provides a detailed description of its support and response specifically to SIG schools and how the process will differ from response to other schools. Support consists of a structure that includes principal's direct access to the Director of Schools on a regular basis, designated central office staff to work solely with SIG schools, and district staff in areas of curriculum, special education, student support to work in SIG schools.	<input type="checkbox"/> The LEA has reviewed its capacity to serve schools and provides a detailed description of its support and response that is comparable to what is provided in other schools.	<input type="checkbox"/> The LEA has reviewed its capacity to serve schools and provides a general description of its support.	<input type="checkbox"/> The LEA provides no description of capacity to support and to respond to SIG schools.
2. Commitment to Support from Relevant Stakeholders			
<input type="checkbox"/> The LEA has reviewed its capacity to serve schools and provides a detailed description and evidence of its commitment to support from staff, parents, teachers' union, and school board.	<input type="checkbox"/> The LEA has reviewed its capacity to serve schools and provides a general description and evidence of its commitment to support from stakeholders. The LEA provides methods used to consult with stakeholders on	<input type="checkbox"/> The LEA has reviewed its capacity to serve schools and provides a general description and evidence of its commitment to limited support from stakeholders.	<input type="checkbox"/> The LEA has reviewed its capacity to serve schools but provides no evidence of support from relevant stakeholders.

Appendix B - School Improvement Grant Rubric

<p>The LEA provides methods used to consult with all above mentioned stakeholder groups on LEA application and selection of intervention model.</p>	<p>LEA application and selection of intervention model.</p>		
<p>3. LEA SIG Leadership</p>			
<p><input type="checkbox"/> The LEA provides a detailed description of a district leadership team that includes a School Improvement Coordinator employed full time to lead the district support team and provide support to schools.</p> <p>The SIG Coordinator has experience and expertise in school reform. The leadership team is comprised of professionals with expertise in working with low-achieving Title I schools.</p>	<p><input type="checkbox"/> The LEA provides a detailed description of a district leadership team that includes a School Improvement Coordinator employed to lead the district support team. The SIG Coordinator has responsibilities in addition to the SIG or is a part-time employee.</p> <p>The leadership team is comprised of professionals with expertise in working with low-achieving Title I schools.</p>	<p><input type="checkbox"/> The LEA provides a general description of a district leadership team that includes a School Improvement Coordinator employed to lead the district support team.</p>	<p><input type="checkbox"/> The LEA provides scant information about its SIG leadership team.</p>
<p>4. LEA Federal Grant Office</p>			
<p><input type="checkbox"/> The LEA provides a detailed description of its past history of grants management of multiple federal grants.</p> <p>The LEA indicates that it draws down federal funds at least quarterly.</p> <p>The LEA indicates that it has had no audit findings within the past five years.</p>	<p><input type="checkbox"/> The LEA provides a detailed description of its past history of grants management of multiple federal grants.</p> <p>The LEA indicates that it draws down federal funds at least quarterly.</p>	<p><input type="checkbox"/> The LEA provides a detailed description of its past history of grants management of multiple federal grants that includes one audit findings within the past five years.</p>	<p><input type="checkbox"/> The LEA provides a description of its past history of grants management of multiple federal grants that includes multiple audit findings within the past five years.</p>

Appendix B - School Improvement Grant Rubric

5. Availability of Human Capital			
<input type="checkbox"/> The LEA has a strong plan in place for the recruitment and selection of school leaders, teachers, and staff to work in its lowest performing schools. The plan ensures that only teachers with performance evaluation scores of level 3, 4, and 5 will be assigned to SIG schools.	<input type="checkbox"/> The LEA has a strong plan in place for the recruitment and selection of school leaders, teachers, and staff to work in its lowest performing schools. The plan ensures that the majority of teachers with performance evaluation scores of level 3, 4, and 5 will be assigned to SIG schools.	<input type="checkbox"/> The LEA provides a general plan for the recruitment and selection of school leaders, teachers, and staff to work in its lowest performing schools. The plan does not adequately address the assignment of level 3, 4, and 5 teachers to the SIG school.	<input type="checkbox"/> The LEA provides an inadequate plan for the recruitment and selection of school leaders, teachers, and staff.
6. Process of Removal of Ineffective Principals and Teachers			
<input type="checkbox"/> The LEA has a strong plan for the evaluation of principals, teachers, and staff and removal of ineffective personnel based on an equitable evaluation system for all. The plan includes removal of ineffective personnel from SIG schools and insures no reassignment within the LEA.	<input type="checkbox"/> The LEA provides a plan for the removal of ineffective principals and teachers based on an equitable evaluation system for all. The plan includes removal of ineffective personnel from SIG schools and insures no reassignment to other Priority schools.	<input type="checkbox"/> The LEA provides a plan for the removal of ineffective principals and teachers based on an equitable evaluation system for all. The plan does not adequately address the removal of ineffective personnel from SIG schools.	<input type="checkbox"/> The LEA provides an inadequate description of a proposed plan for the removal of ineffective principals and teachers.
7. Plans for On-Going Monitoring and Evaluation			
<input type="checkbox"/> The LEA has reviewed its capacity to serve schools and provides a description of its plan for on-going evaluation and monitoring that includes progress toward annual student achievement goals, SIG leading indicators and implementation of interventions.	<input type="checkbox"/> The LEA has reviewed its capacity to serve schools and provides a description of its plan for on-going evaluation and monitoring that includes progress toward annual student achievement goals, SIG leading indicators and implementation of interventions.	<input type="checkbox"/> The LEA has reviewed its capacity to serve schools and provides a description of its plan for on-going evaluation and monitoring of implementation of interventions.	<input type="checkbox"/> The LEA does not provide plans for on-going evaluation and monitoring of schools receiving School Improvement funds.

Appendix B - School Improvement Grant Rubric

Designated personnel are assigned to monitor to conduct on-site school visits and monthly meetings with school personnel to check progress.	Designated personnel are assigned to monitor to conduct on-site school visits and quarterly meetings with school personnel to check progress.		
8. Lack of Capacity: If the LEA is not applying to serve each Tier I school,			
<input type="checkbox"/> The LEA is not applying to serve each Priority school and provides a strong rationale for lack of capacity. OR The LEAS is applying to serve each eligible Priority school.			<input type="checkbox"/> The LEA is not applying to serve each Tier I school and provides no rationale for lack of capacity.
Capacity- 80 points possible Number of responses indicating			
Strong Capacity = _____		Limited Capacity = _____	
Moderate Capacity = _____		Response Inadequate or Not Provided = _____	

Appendix B - School Improvement Grant Rubric

Preparation for Implementation of Interventions- 50 Points			
Strong	Moderate	Limited	Inadequate or Not Provided
1. Recruitment, Screening and Selection of External Providers			
<input type="checkbox"/> The LEA describes a rigorous recruiting, screening, and selection process that includes a request for information (RFI) or other process for identification of potential providers, a protocol for analysis of the connection between the provider's experience and the district and each school's comprehensive needs assessment. The LEA includes a MOU that addresses the provider's responsibilities that are alignment with each school's needs, the LEA and provider's shared accountability for the full and effective implementation of the intervention model and student achievement in the selected school. The LEA's process includes a detailed description of monitoring and oversight of the provider's services.	<input type="checkbox"/> The LEA describes a recruiting, screening, and selection process that includes a process for identification of potential providers, a protocol for analysis of the connection between the provider's experience and the district and each school's comprehensive needs assessment. The LEA includes a MOU that addresses the provider's responsibilities generally alignment with each school's needs, the LEA and provider's shared accountability for the full and effective implementation of the intervention model and student achievement in the selected school. The LEA's process includes a general description of monitoring and oversight of the provider's services.	<input type="checkbox"/> The LEA describes a recruiting, screening, and selection process that includes a protocol for analysis of the connection between the provider's experience and district and school needs. The LEA includes a description of the provider's responsibilities.	<input type="checkbox"/> The LEA does not provide recruiting, screening, and selection process for its external provider to implement the school's model or selected intervention activities.

Appendix B - School Improvement Grant Rubric

2. Alignment of Resources to Support Interventions			
<input type="checkbox"/> The LEA provides a detailed description of specific actions it will take to allocate additional funds to its schools to align those funds with SIG funds. The LEA identifies and provides a description of the federal, state and local resources as well as community and other resources will support intervention activities in the budget justification documents.	<input type="checkbox"/> The LEA provides a general description of actions it will take to allocate additional funds to its schools to align with SIG funds. The LEA identifies of federal, state and local resources will support intervention activities in the budget justification documents.	<input type="checkbox"/> The LEA indicates that is will allocate additional funds to its schools to align with SIG funds.	<input type="checkbox"/> The LEA lists other LEA activities in the school budget.
3. Modification of Practices and Policies to Enable Full Implementation of Model			
<input type="checkbox"/> The LEA provides a clear and detailed plan to address current and potential barriers to the effective implementation of intervention models including how it will modify practices and policies. The LEA plan includes the name of the person/position who will address procedural barriers throughout the implementation of the grant, the date of review and status of a LEA board policy, practices and procedures, and the date of review and status of SIG school handbooks.	<input type="checkbox"/> The LEA provides a detailed description of a plan that it will undertake to modify practices and policies to enable the full and effective implementation of intervention models. The plan describes topics that currently require modification, the current progress of modifications.	<input type="checkbox"/> The LEA provides a limited description of a plan that it will undertake to modify practices and policies that will enable the full and effective implementation of the intervention model.	<input type="checkbox"/> The LEA provides an inadequate plan to address existing and potential barriers.

Appendix B - School Improvement Grant Rubric

4. Sustainability			
<input type="checkbox"/> The LEA provides a detailed plan to provide additional funding resources that it will allocate to its Priority schools to sustain reforms after the grant has expired. The LEA provides a plan to gather and share effective practices from school receiving SIG funding to extend practices to other low-performing schools.	<input type="checkbox"/> The LEA provides a detailed plan to provide additional funding resources that it will allocate to its Priority schools to sustain reforms after the grant has expired.	<input type="checkbox"/> The LEA provides a general plan to provide additional funding resources that it will allocate to its Priority schools to sustain reforms after the grant has expired.	<input type="checkbox"/> The LEA provides an inadequate description of how it will sustain the reform after the grant expires.
5. Development of Systems for Collection of SIG Data			
<input type="checkbox"/> The LEA provides a description of a comprehensive system to collect formative and summative student achievement and the SIG leading indicator data. The LEA provides a description of its process it process to report finding/results to relevant stakeholders and the public.	<input type="checkbox"/> The LEA provides a description of a comprehensive system to collect formative and summative student achievement and the SIG leading indicator data.	<input type="checkbox"/> The LEA provides a description of a system to collect summative assessment student achievement data.	<input type="checkbox"/> The LEA provides an inadequate description of a system to collect student achievement data.

Preparation for Implementation of Interventions-50 Points Possible	
Number of responses indicating	
Strong = _____	Limited = _____
Moderate = _____	Response Inadequate or Not Provided = _____

Appendix B - School Improvement Grant Rubric

Budget – 20 points possible			
Budget – Appendix D			
Strong	Moderate	Limited	Inadequate or Not Provided
<input type="checkbox"/> The LEA provides a 3 year budget to support the implementation of the selected intervention model(s) activities. Budget requests for each school do not exceed \$2 million for each year or \$6 million over the three year grant period.			<input type="checkbox"/> The LEA provides a budget that is insufficient to implement the activities fully and effectively, and/or lacks detail to make this determination.
Budget Justification			
<input type="checkbox"/> All items listed in the LEA and schools' budget are substantiated in the budget justification templates. Requests are reasonable and necessary expenditures and are in compliance with Title I requirements. Activities are in clear alignment with and support school goals. Budget justifications provide specific detail for additional funding sources and activities.	<input type="checkbox"/> All items listed in the LEA and schools' budget are substantiated in the budget justification templates. Requests are reasonable and necessary expenditures and are in compliance with Title I requirements. Activities are generally aligned with and support school goals. Budget justifications provide detail for additional funding sources and activities.	<input type="checkbox"/> All items listed in the LEA and schools' budgets are substantiated in the budget justification templates. Requests are reasonable and necessary expenditures and are in compliance with Title I requirements. Alignment of school goals is unclear.	<input type="checkbox"/> Items in the LEA and schools' budgets are not sufficiently substantiated in the budget justification template.

Appendix B - School Improvement Grant Rubric

Budget- 20 points possible Number of responses indicating:	
Strong = _____ -	Limited = _____
Moderate = _____	Response Not Provided = _____

Appendix B - School Improvement Grant Rubric

Section II– School Level Descriptive Information:

LEA Name:		School Name:	
Strong	Moderate	Limited	Inadequate or Not Provided
<i>Analysis of Needs, Plan Alignment, Model Selection, and Goals</i>			
<input type="checkbox"/> The LEA has provided extensive student achievement, staff, curriculum and instruction, and school culture data. A comprehensive analysis with corresponding summary and conclusions are supplied. Identified needs are clearly articulated.	<input type="checkbox"/> The LEA has provided student achievement, staff, curriculum and instruction, and school culture data. An adequate analysis of the data with corresponding summary and conclusions are supplied.	<input type="checkbox"/> Some data are provided. Analysis, corresponding summary and/or conclusions are not fully developed.	<input type="checkbox"/> Some data are provided. Analysis of provided data is insufficient.
<input type="checkbox"/> The LEA has provided a comprehensive plan for school improvement to be implemented in conjunction with the selected model. The plan is clearly and directly aligned with current needs.	<input type="checkbox"/> The LEA has provided a plan for school improvement to be implemented in conjunction with the selected model. The plan is somewhat aligned with current needs.	<input type="checkbox"/> The LEA has provided a plan for school improvement to be implemented in conjunction with the selected model. There is limited alignment of the plan with current needs.	<input type="checkbox"/> The LEA has provided a plan for school improvement to be implemented in conjunction with the selected model. There is inadequate alignment of the plan with current needs.
<input type="checkbox"/> The LEA provides a compelling and clear rationale for the selected intervention model based on the school's identified needs and addresses root causes of the school's low performance. If the LEA wishes to continue a turnaround effort that began within the past two years,	<input type="checkbox"/> The LEA provides an adequate rationale for the selected intervention model. The rationale is based on the school's identified needs. If the LEA wishes to continue a turnaround effort that began within the past two years, evidence of the impact of the	<input type="checkbox"/> The LEA provides a general rationale for the selected intervention model. The alignment of the rationale with the school's identified needs is unclear.	<input type="checkbox"/> The LEA does not provide a rationale for the selected intervention model.

Appendix B - School Improvement Grant Rubric

evidence of the impact of the model is sufficient to support its continuation.	model is sufficient to support its continuation.		
<input type="checkbox"/> Ambitious annual goals for student achievement on the State's assessment in reading/language arts are provided. Goals are specific, measurable, achievable, relevant, and time bound.	<input type="checkbox"/> Annual goals for student achievement on the State's assessment in reading/language arts are provided. Goals are measurable and time bound.	<input type="checkbox"/> Annual goals for student achievement on the State's assessment in reading/language arts are provided. Goals are not measurable nor time bound.	<input type="checkbox"/> Annual goals for student achievement on the State's assessment in reading/language arts.
<input type="checkbox"/> Ambitious annual goals for student achievement on the State's assessment in mathematics are provided. Goals are specific, measurable, achievable, relevant, and time bound.	<input type="checkbox"/> Annual goals for student achievement on the State's assessment in mathematics are provided. Goals are measurable and time bound.	<input type="checkbox"/> Annual goals for student achievement on the State's assessment in mathematics are provided. Goals are neither measurable nor time bound.	<input type="checkbox"/> Annual goals for student achievement on the State's assessment in mathematics are provided.
<input type="checkbox"/> Quarterly milestone goals on specified interim assessments have been set for the "all students" group and for each subgroup in Reading/Language Arts. Quarterly goals provide realistic, incremental progress toward the achieving the annual goal.	<input type="checkbox"/> Quarterly milestone goals on interim assessments have been set for the "all students" group and for each subgroup in Reading/Language Arts. Quarterly goals provide incremental progress toward the achieving the annual goal.	<input type="checkbox"/> Quarterly milestone goals on interim assessments have been set for the "all students" group Reading/Language Arts. Quarterly goals provide incremental progress toward the achieving the annual goal.	<input type="checkbox"/> Quarterly milestone goals on interim assessments have been set for the "all students" group Reading/Language Arts. Milestones are inadequate to determine progress toward achieving the annual goal.
<input type="checkbox"/> Quarterly milestone goals on specified interim assessments have been set for the "all students" group and for each subgroup in Mathematics.	<input type="checkbox"/> Quarterly milestone goals on interim assessments have been set for the "all students" group and for each subgroup in Mathematics.	<input type="checkbox"/> Quarterly milestone goals on interim assessments have been set for the "all students" group Mathematics.	<input type="checkbox"/> Quarterly milestone goals on interim assessments have been set for the "all students" group Mathematics.

Appendix B - School Improvement Grant Rubric

Quarterly goals provide realistic, incremental progress toward the achieving the annual goal.	Quarterly goals provide incremental progress toward the achieving the annual goal.	Quarterly goals provide incremental progress toward the achieving the annual goal.	Milestones are inadequate to determine progress toward achieving the annual goal.
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<i>Alignment of Needs to Plan, Model Selection, and Goals- 50 possible points</i> Number of responses indicating:	
Strong = _____ -	Limited = _____
Moderate = _____	Response Not Provided = _____

Appendix B - School Improvement Grant Rubric

Design and Implementation of Intervention Models Consistent with Final Requirements Applicable Appendices: 1. Turnaround Model, Appendix E; 2. Restart Model, Appendix F; 3. Closure; Appendix G; 4. Transformation, Appendix H			
Turnaround Model- Appendix E			
Strong	Moderate	Limited	Inadequate or Not Provided
<input type="checkbox"/> There is a comprehensive plan for the implementation of Turnaround Model final requirements. Action steps are specific; timeline indicates full implementation during the first year of the grant. Milestones are specific and correlated with outcomes.	<input type="checkbox"/> There is a comprehensive plan for the implementation of Turnaround Model final requirements. Action steps are somewhat specific; timeline indicates full implementation within the second year of the grant. Milestones are sufficient and correlated with outcomes.	<input type="checkbox"/> There is a general plan for the implementation of Turnaround Model. Action steps are unclear. Timeline does not indicate full implementation of the model within two years.	<input type="checkbox"/> There is a general plan for the implementation of Turnaround Model. Action steps are inadequate to implementation of the model.
Restart Model- Appendix F			
<input type="checkbox"/> There is a comprehensive plan for the implementation of Turnaround Model final requirements. Action steps are specific; timeline indicates full implementation during the first year of the grant. Milestones are specific and correlated with outcomes.	<input type="checkbox"/> There is a comprehensive plan for the implementation of Turnaround Model final requirements. Action steps are somewhat specific; timeline indicates full implementation within the second year of the grant. Milestones are sufficient and correlated with outcome.	<input type="checkbox"/> There is a general plan for the implementation of Turnaround Model. Action steps are unclear. Timeline does not indicate full implementation of the model within two years.	<input type="checkbox"/> There is a general plan for the implementation of Turnaround Model. Action steps are inadequate to implementation of the model.
Closure Model- Appendix G			
<input type="checkbox"/> There is a comprehensive plan for the implementation of Turnaround Model final requirements. Action steps are specific; timeline indicates full implementation during the first year of the grant. Milestones are	<input type="checkbox"/> There is a comprehensive plan for the implementation of Turnaround Model final requirements. Action steps are somewhat specific; timeline indicates full implementation within the second year of the	<input type="checkbox"/> There is a general plan for the implementation of Turnaround Model. Action steps are unclear. Timeline does not indicate full implementation of the model within two years.	<input type="checkbox"/> There is a general plan for the implementation of Turnaround Model. Action steps are inadequate to implementation of the model.

Appendix B - School Improvement Grant Rubric

specific and correlated with outcomes.	grant. Milestones are sufficient and correlated with outcome.		
Transformation Model- Appendix H			
<input type="checkbox"/> There is a comprehensive plan for the implementation of Turnaround Model final requirements. Action steps are specific; timeline indicates full implementation during the first year of the grant. Milestones are specific and correlated with outcomes.	<input type="checkbox"/> There is a comprehensive plan for the implementation of Turnaround Model final requirements. Action steps are somewhat specific; timeline indicates full implementation within the second year of the grant. Milestones are sufficient and correlated with outcome.	<input type="checkbox"/> There is a general plan for the implementation of Turnaround Model. Action steps are unclear. Timeline does not indicate full implementation of the model within two years.	<input type="checkbox"/> There is a general plan for the implementation of Turnaround Model. Action steps are inadequate to implementation of the model.

Model Implementation –50 possible points	
Strong = _____ -	Limited = _____
Moderate = _____	Response Not Provided = _____

Appendix C – External Providers

Appendix C

External Providers (Include those being considered)

Name of External Provider	LEA or school served	School Improvement Expertise/Experience

Add rows as necessary.

Appendix D – 3 Year Budget

APPENDIX D – 3 YEAR BUDGET

BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Priority school it commits to serve. The amount budgeted must not exceed \$2 million per year multiplied by the number of Priority schools the LEA commits to serve.

The LEA must provide a budget that indicates the amount of school improvement funds the LEA will use each year to—

- Implement the selected model in each Priority school it commits to serve;
- Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA's Priority schools; and
- Support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA's application.

- Three-year budgets (SY 2013-14, SY 2014-15, and SY 2015-16) are required for all Priority schools. The LEA's budget must be of sufficient size and scope to implement the intervention model or intervention selected fully for three years for each Priority school the LEA commits to serve. Any funding for activities during the pre-implementation period must be budgeted separately but included as part of the first year of the LEA's three-year budget plan. (Appendix F, SIG Budget Spreadsheet.)
- Pre-implementation activities (Appendix F, SIG Budget Spreadsheet.) that are budgeted must meet the following criteria to be approvable:
 1. support the intervention model and allow full implementation of the model through 2013-2014 school year in addition to the pre-implementation period;
 2. be reasonable and necessary for the full and effective implementation of the selected model;
 3. have a reasonable budget to support the pre-implementation activities (alignment);
 4. address a need or needs identified by the LEA in the needs assessment;
 5. address improving student academic achievement in a persistently lowest performing school;
 6. be research-based;
 7. represent a significant reform beyond the basic educational program;
 8. be completed in the time provided for pre-implementation (timeline);
 9. be supplemental funding; and
 10. be evaluated by the LEA.

- Any LEA-level activities to support implementation of a school's intervention model or strategies that are funded by the grant must be reflected in the district portion of the grant budget.

School improvement budget spreadsheets (Excel format) and budget justification templates must be completed for the LEA and each school requesting funds. See Appendix D (a separate document). Both the budget and budget justification templates are necessary for the application. The budget, including pre-implementation activities, must be detailed using the TDOE's budget codes and include a budget narrative fully explaining each budget line item.

Appendix D – 3 Year Budget

First Tab of Excel Spreadsheet: Budget Spreadsheet

Revenue section

- Line 1: Insert submission date.
- Line 4: Insert LEA name
- Line 5: Insert LEA number (three digit number)
- Beginning in column I on line 7: Click in the cell containing the text “(School Name)” and enter the name of one funded school receiving funds from the **SI grant**. Press the “Enter” key to display the name of the school in all other appropriate cells.
- Beginning in Column K on line 10 (FY 2011 SI Grant Award/Allocation): Insert each funded school’s budget for the year. (e.g. If your budget is \$350,000, enter “350000” and the spreadsheet will format your entry appropriately.) Repeat on line 10 in both columns L and M to display the entire three-year budget for the school.
- Enter the district portion of each school’s total award in columns E, F and G, if applicable. The spreadsheet is formatted to total the budget amount entered in columns E, F, G, J, K, L, and M. The combined total will auto-calculate on line 10 in Column D. The amount displayed in Column D, line 10 **cannot exceed the total school award** for the three-year grant period. In Column J, line 11, select the Intervention Model to be used by the displayed school. In this column, pre-implementation activities must be budgeted. The pre-implementation budget is part of the school’s year 1 budget. Therefore, Columns J and K should equal the year 1 budget total. Column I will sum the total year 1 budget.

Appropriations section

*The first two columns are “frozen” so you can scroll over to the appropriate column for each year’s budget and have the descriptions right next to the cells where you **enter the budgeted amounts**.*

- **Lines 19-174:** Insert proposed appropriations for the district and the funded school. (e.g. district-wide are expenses such as teachers who provide district-wide services) Each category’s sub-total will automatically calculate.
Enter the pre-implementation activities for Year One in the darker column preceding the year 1 budget.

Line 13, Check cell: Look to see that the budget minus expenditures equals zero.

Second Tab of Excel Spreadsheet: Budget Justification Templates

One budget justification template is provided for completion. The four (4) areas of the budget justification template that must be completed are 1) Field Experiences; 2) Professional Development; 3) Personnel; and 4) Resources, Equipment, Materials, Services. Expenditure explanations will be completed on the corresponding budget justification sheet.

- At the top of the sheet, enter the LEA name.

Appendix D – 3 Year Budget

- Press the “Tab” key to go to the next column, as is possible throughout the form.
- Enter the name of the School Improvement Coordinator.
- On the next line, enter the school and date in the spaces provided.
- Enter the TSIP goal and number of the goal and action step(s) that provide the justification for the activities being funded on the budget justification form. *Be sure to include only one goal per sheet.* There are 3 budget justification sheets for each area for up to 3 goals, if needed.
- Complete the justification cells for those items requested for School Year 2013-14 of the grant. Be sure to give all information requested.
- The first column of the sheet is Yes/No to indicate pre-implementation activities. Be sure to include any budgeted pre-implementation activities on the appropriate budget justification sheet.
- The final column requires the TDOE budget category where the item is located in the budget.
- One column will total the amount of SIG funds allocated at the bottom of the page.
- Be sure all items budgeted in the 4 budget justification areas for School Year 2013-14 are reflected on the budget justification sheets.

Appendix D – 3 Year Budget

Submission Date		Appendix D								
The following represents the individual budgets for federal projects administered under the Elementary and Secondary Education Act and 1003(g) School Improvement.										
LEA Name										
LEA #								Implementation: Years One - Three		
		TOTAL School Improvement Grant 1003(g) 2013-2016	District-wide School Improvement Grant Title I-1003 (g) funds 2013-2014	District-wide School Improvement Grant Title I-1003 (g) funds 2014-2015	District-wide School Improvement Grant Title I-1003 (g) funds 2015-2016	(School Name) Total Year One - Pre-Implementation and Implementation - 2012-2013	(School Name) SIG: Pre-Implementation Budget - Year One 2013	(School Name) SIG: Budget - Year One 2013-14	(School Name) SIG: Budget - Year Two 2014-2015	(School Name) SIG: Budget - Year Three 2015-2016
	Priority School									
	FY 2011 SI Grant Award/Allocation	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	Check: should be zero (Award/Allocation minus Expenditures)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Appropriations										
Account Number/ Line Item Number	REGULAR INSTRUCTIONAL EDUCATION	TOTAL School Improvement Grant 1003(g) 2012-2015	District-wide School Improvement Grant Title I-1003 (g) funds 2013-2014	District-wide School Improvement Grant Title I-1003 (g) funds 2013-2014	District-wide School Improvement Grant Title I-1003 (g) funds 2015-2014	(School Name) Total Year One - Pre-Implementation and Implementation - 2012-2013	(School Name) SIG: Pre-Implementation Budget - Year One 2012	(School Name) SIG: Budget - Year One 2012-2013	(School Name) SIG: Budget - Year Two 2013-2014	(School Name) SIG: Budget - Year Three 2014-2015
71100	Line Item Description									
71100 / 116	Teachers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
71100 / 117	Career Ladder Program	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
71100 / 127	Career Ladder Extended Contracts	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
71100 / 128	Homebound Teachers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
71100 / 162	Clerical Personnel	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
71100 / 163	Educational Assistants	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
71100 / 183	Other Salaries & Wages	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
71100 / 195	Certified Substitute Teachers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
71100 / 198	Non-certified Substitute Teachers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
71100 / 201	Social Security	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
71100 / 204	State Retirement	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
71100 / 206	Life Insurance	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
71100 / 207	Medical Insurance	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
71100 / 208	Dental Insurance	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
71100 / 210	Unemployment Compensation	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
71100 / 212	Employer Medicare	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
71100 / 293	Other Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
71100 / 311	Contracts with Other School Systems	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
71100 / 330	Operating Lease Payments	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
71100 / 336	Maintenance & Repair Services - Equipment	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
71100 / 356	Tuition	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
71100 / 363	Contracts for Substitute Teachers -Certified	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
71100 / 370	Contracts for Substitute Teachers Non-certified	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
71100 / 393	Other Contracted Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
71100 / 423	Instructional Supplies & Materials	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
71100 / 443	Textbooks	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
71100 / 493	Other Supplies & Materials	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
71100 / 535	Fee Waivers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
71100 / 539	Other Charges	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
71100 / 722	Regular Instruction Equipment	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
71100	Subtotal REGULAR INSTRUCTIONAL EDUCATION	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Appendix D – 3 Year Budget

<i>Account Number/ Line Item Number</i>	SUPPORT SERVICES/ OTHER STUDENT SUPPORT	<i>TOTAL School Improvement Grant 1003(g) 2012-2015</i>	<i>District-wide School Improvement Grant Title I-1003 (g) funds</i>	<i>District-wide School Improvement Grant Title I-1003 (g) funds</i>	<i>District-wide School Improvement Grant Title I-1003 (g) funds 2013-2014</i>	(School Name) Total Year One - Pre- Implementation and	(School Name) SIG: Pre- Implementation Budget - Year One	(School Name) SIG: Budget - Year One 2012-2013	(School Name) SIG: Budget - Year Two 2013-2014	(School Name) SIG: Budget - Year Three 2014-2015
72130	Line Item Description									
72130 / 117	Career Ladder Program	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72130 / 123	Guidance Personnel	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72130 / 124	Psychological Personnel	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72130 / 127	Career Ladder - Extended Contracts	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72130 / 130	Social Workers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72130 / 135	Assessment Personnel	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72130 / 161	Secretary(s)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72130 / 162	Clerical Personnel	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72130 / 164	Attendants	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72130 / 170	School Resource Officer	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72130 / 189	Other Salaries & Wages	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72130 / 201	Social Security	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72130 / 204	State Retirement	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72130 / 206	Life Insurance	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72130 / 207	Medical Insurance	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72130 / 208	Dental Insurance	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72130 / 210	Unemployment Compensation	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72130 / 212	Employer Medicare	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72130 / 233	Other Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72130 / 307	Communication	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72130 / 309	Contracts with Government Agencies	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72130 / 311	Contracts with Other School Systems	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72130 / 322	Evaluation & Testing	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72130 / 330	Operating Lease Payments	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72130 / 336	Maintenance & Repair Services - Equipment	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72130 / 348	Postal Charges	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72130 / 355	Travel	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72130 / 393	Other Contracted Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72130 / 433	Other Supplies & Materials	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72130 / 524	In-Service/Staff Development	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72130 / 533	Other Charges	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72130 / 730	Other Equipment	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72130	Subtotal OTHER STUDENT SUPPORT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Appendix D – 3 Year Budget

<i>Account Number/ Line Item Number</i>	REGULAR INSTRUCTIONAL PROGRAM SUPPORT SERVICES	<i>TOTAL School Improvement Grant 1003(g) 2012-2013</i>	<i>District-wide School Improvement Grant Title I-1003 (g) funds</i>	<i>District-wide School Improvement Grant Title I-1003 (g) funds</i>	<i>District-wide School Improvement Grant Title I-1003 (g) funds</i>	<i>(School Name) Total Year One - Pre-Implementation and</i>	<i>(School Name) SIG: Pre-Implementation Budget - Year One</i>	<i>(School Name) SIG: Budget - Year One 2012-2013</i>	<i>(School Name) SIG: Budget - Year Two 2013-2014</i>	<i>(School Name) SIG: Budget - Year Three 2014-2015</i>
<i>72210</i>	Line Item Description									
72210 / 105	Supervisor/Director	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72210 / 117	Career Ladder Program	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72210 / 127	Career Ladder Extended Contracts	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72210 / 129	Librarian(s)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72210 / 132	Material Supervisor(s)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72210 / 136	Audiovisual Personnel	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72210 / 137	Education Media Personnel	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72210 / 138	Instructional Computer Personnel	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72210 / 161	Secretary(s)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72210 / 162	Clerical Personnel	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72210 / 163	Educational Assistants	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72210 / 189	Other Salaries & Wages	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72210 / 195	Certified Substitute Teachers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72210 / 196	In-Service Training	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72210 / 198	Non-certified Substitute Teachers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72210 / 201	Social Security	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72210 / 204	State Retirement	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72210 / 206	Life Insurance	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72210 / 207	Medical Insurance	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72210 / 208	Dental Insurance	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72210 / 210	Unemployment Compensation	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72210 / 212	Employer Medicare	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72210 / 239	Other Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72210 / 307	Communication	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72210 / 308	Consultants	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72210 / 330	Operating Lease Payments	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72210 / 336	Maintenance & Repair Services - Equipment	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72210 / 348	Postal Charges	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72210 / 355	Travel	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72210 / 363	Contracts for Substitute Teachers -Certified	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72210 / 370	Contracts for Substitute Teachers Non-certified	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72210 / 399	Other Contracted Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72210 / 432	Library Books/Media	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72210 / 437	Periodicals	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72210 / 439	Other Supplies & Materials	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72210 / 524	In Service/Staff Development	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72210 / 599	Other Charges	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72210 / 790	Other Equipment	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72210	Subtotal REGULAR INSTRUCTIONAL PROG-SUPPORT SVS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Appendix D – 3 Year Budget

<i>Account Number/ Line Item Number</i>	SUPPORT SERVICES/ TRANSPORTATION	<i>TOTAL School Improvement Grant 1003(g) 2012-2015</i>	<i>District-wide School Improvement Grant Title I-1003 (g) funds 2013-2014</i>	<i>District-wide School Improvement Grant Title I-1003 (g) funds 2013-2014</i>	<i>District-wide School Improvement Grant Title I-1003 (g) funds 2013-2014</i>	(School Name) Total Year One - Pre- Implementation and Implementation -	(School Name) SIG: Pre- Implementation Budget - Year One 2012	(School Name) SIG: Budget - Year One 2012-2013	(School Name) SIG: Budget - Year Two 2013-2014	(School Name) SIG: Budget - Year Three 2014-2015
72710	Line Item Description									
72710 / 105	Supervisor/Director	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72710 / 142	Mechanic(s)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72710 / 146	Bus Drivers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72710 / 162	Clerical Personnel	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72710 / 189	Other Salaries & Wages	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72710 / 196	In-Service Training	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72710 / 201	Social Security	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72710 / 204	State Retirement	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72710 / 206	Life Insurance	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72710 / 207	Medical Insurance	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72710 / 208	Dental Insurance	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72710 / 210	Unemployment Compensation	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72710 / 212	Employer Medicare	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72710 / 239	Other Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72710 / 307	Communication	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72710 / 311	Contracts with Other School Systems	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72710 / 312	Contracts with Private Agencies	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72710 / 313	Contracts with Parents	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72710 / 314	Contracts with Public Carriers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72710 / 315	Contracts with Vehicle Owners	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72710 / 329	Laundry Service	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72710 / 330	Operating Lease Payments	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72710 / 336	Maintenance & Repair Service-Vehicles	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72710 / 340	Medical and Dental Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72710 / 346	Postal Charges	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72710 / 351	Rentals	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72710 / 355	Travel	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72710 / 399	Other Contracted Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72710 / 412	Diesel Fuel	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72710 / 418	Equipment & Machinery Parts	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72710 / 424	Garage Supplies	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72710 / 425	Gasoline	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72710 / 433	Lubricants	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72710 / 450	Tires & Tubes	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72710 / 453	Vehicle Parts	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72710 / 499	Other Supplies & Materials	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72710 / 511	Vehicle & Equipment Insurance	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72710 / 524	In-Service/Staff Development	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72710 / 599	Other Charges	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72710 / 701	Administration Equipment	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72710 / 729	Transportation Equipment	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
72710	Subtotal TRANSPORTATION	0.00	0.00	0.00	0.00			0.00	0.00	0.00

Appendix D – 3 Year Budget

<i>Account Number/ Line Item Number</i>	OTHER USES/ TRANSFERS OUT AND INDIRECT COST	<i>TOTAL School Improvement Grant 1003(g) 2012-2015</i>	<i>District-wide School Improvement Grant Title I-1003 (g) funds 2013-2014</i>	<i>District-wide School Improvement Grant Title I-1003 (g) funds 2013-2014</i>	<i>District-wide School Improvement Grant Title I-1003 (g) funds 2013-2014</i>	<i>(School Name) Total Year One - Pre- Implementation and Implementation - 2012-2013</i>	<i>(School Name) SIG: Pre- Implementation Budget - Year One 2012</i>	<i>(School Name) SIG: Budget - Year One 2012-2013</i>	<i>(School Name) SIG: Budget - Year Two 2013-2014</i>	<i>(School Name) SIG: Budget - Year Three 2014-2015</i>
SS100	Line Item Description									
99100 / 504	Indirect Cost	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
99100 / 590	Cumulative Transfers TO Other Federal Projects (INCLUDING Consolidated Administration) (Expenditure(s) FROM this Title/Project)	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00
99100	Subtotal TRANSFERS OUT AND INDIRECT COST	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total Appropriations		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

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Appendix E

Appendix E SCHOOL COVER SHEET - Turnaround Model

School Name: Address:	District Point of Contact (POC) Name & Position: Phone#: Email Address:
School Number:	Title I Status: _____ Schoolwide Program _____ Targeted Assistance Program _____ Title I Eligible School
Year the school entered Priority status: _____	
Principal's Name SY 2013-14: (Indicate <i>TBD</i> if unknown at this time.) Phone # Email Address:	Waiver Request(s): _____ Requested for this School _____ Not Requested for this School
Amount the LEA is requesting from SY 2013-14 School Improvement Funds for the next three years for this school*: * Each year--not to exceed \$2 million	
Pre-Implementation Activities Year 1	\$
Year 1: SY 2013-14 excluding pre-implementation	\$
Year 2: SY 2014-15	\$
Year 3: SY 2015-16	\$
Three Year Total Budget	\$

Appendix E

School Level Descriptive Information

1. School Comprehensive Needs Analysis:

Using the analysis of the data in the areas below, provide a summary and conclusion for each of the areas as indicated.

Using the needs assessment, each LEA is required to select an intervention for each school.

School Name:			Intervention Model:		
Provide a minimum of two years of data where indicated.			Provide a summary and conclusion of the analysis of each area.		
1. Student Profile Data	2010-11	2011-12			
Total student enrollment					
Grade level enrollment					
Number of students in each subgroup (List applicable subgroups below.)					
Mobility (%) - Entrants, Withdrawals					
Attendance %					
Suspensions (#)					
Expulsions (#)					
AP, IB, and Dual Enrollment (#)					
Graduation Rate					
2. Staff Profile Data			Provide a summary and conclusion of the analysis of each area.		
Principal Length of time in position					
Teaching Staff Number of years experience in profession					
1. 1 to 3					
2. 4-10 years					
3. 11-20 years					
4. 21+ years					
Teaching Staff Number and % of experience in the school					
1. 1 to 3					
2. 4-10 years					
3. 11-20 years					

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4. 21+ years				
Teacher attendance rate	2010-2011	2011-2012		
Teacher evaluation data by levels		2011-2012		
		Level 1		
		Level 2		
		Level 3		
		Level 4		
		Level 5		
3. Student Achievement Data	2010-2011	2011-2012		Provide a summary of existing status and current needs.
Reading/Language Arts				
“Every test taker” (ETT) category				
Subgroups: Economically disadvantaged students, Special education students English Language Learners (ELL) Race/ethnicity subgroups				
School performance on value-added student achievement				
Mathematics				
“Every test taker” (ETT) category				
Subgroups: Economically disadvantaged students, Special education students English Language Learners (ELL) Race/ethnicity subgroups				
ACT scores (if applicable)				
Graduation rate (if applicable)				
4. School Culture and Climate	Provide a summary of existing status and current needs.			

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TELL Survey Analysis	
School Safety	
Student Health Services	
Attendance Support	
Social and Community Support	
Parent Support	
5. Rigorous Curriculum- Alignment of curriculum with state standards across grade levels	Provide a summary of existing status and current needs.
Curriculum Intervention Programs	
Enrichment Programs	
Dual enrollment (if applicable)	
Advanced Placement (if applicable)	
6. Instructional Program	Provide a summary of existing status and current needs.
Planning and implementation of research based instructional strategies	
Use of instructional technology	
Use of data analysis to inform and differentiate instruction	
Number of minutes scheduled for core academic subjects	
7. Assessments	
Use of formative, interim, and summative assessments to measure student progress	
Timeline for reporting student progress to parents	
8. Parent and Community Support	Provide a summary of existing status and current needs.
Social, health, and community services to	

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students and families	
Parent support to students and school	

2. School Improvement Plan

Attach an electronic copy of the school's comprehensive plan for school improvement that will be implemented in conjunction with the Turnaround Model. (Label as Attachment *School Name* School Improvement Plan)

You may use the “streamlined” improvement plan developed in Fall 2011, “Revised Tennessee School and District Improvement Planning” document or one of your choosing.

Appendix E

Turnaround Model

School Name: <input type="text"/>	Tier: <input type="text"/>
Rationale for selection of intervention model: Explain how the LEA will use the turnaround intervention model to address the root causes of the school's low-performance as identified in the school's needs assessment.	
If the LEA has begun in whole or in part a turnaround intervention model within the past two years, and wished to continue, describe the actions that have been taken up to the present that are relative to the turnaround requirements. Cite evidence of the impact of the model on the school to date.	
Annual Goals for Reading/Language Arts on State assessments for "all students" group and for each subgroup. SY 2013: SY 2014: SY 2015:	
Quarterly Milestone Goals for Reading/Language Arts on interim assessments for "all students" group and for each subgroup for <u>SY 2011 only</u> (to be updated annually upon renewal of the grant)	
Annual Goals for Mathematics on State assessments for "all students" group and for each subgroup. SY 2013: SY 2014: SY 2015:	

Appendix E

Quarterly Milestone Goals for Mathematics on interim assessments for “all students” group and for each subgroup for (to be updated annually upon renewal of the grant).

Appendix E

Name of School:			
Turnaround Model LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Pre-implementation and Year One. Pre-implementation, April 1-Sept. 1, 2013	Implementation Timeline	Name and Position of Responsible Person(s)
Requirements for the Turnaround Model (LEA <u>must</u> implement actions 1-9.)			
1a. Replace the principal 1b. Grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates			
2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students (A) Screen all existing staff and rehire no more than 50 percent; and (B) Select new staff			
3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to			

Appendix E

Name of School:			
Turnaround Model LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Pre-implementation and Year One. Pre-implementation, April 1-Sept. 1, 2013	Implementation Timeline	Name and Position of Responsible Person(s)
recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school			
4. Provide staff with ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies			
5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability			
6. Use data to identify and implement an instructional program that is research-based and "vertically aligned" from one grade to the			

Appendix E

Name of School:			
Turnaround Model LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Pre-implementation and Year One. Pre-implementation, April 1-Sept. 1, 2013	Implementation Timeline	Name and Position of Responsible Person(s)
next as well as aligned with State academic standards			
7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students			
8. Establish schedules and implement strategies that provide increased learning time as defined in the SIG final requirements.			
9. Provide appropriate social-emotional and community-oriented services and supports for students.			

Pre-Implementation Activities:

Please note: The activity categories listed below are not an exhaustive or required list. Rather, they illustrate possible activities that the LEA may list, depending on the needs of the school.

Pre-Implementation allows the LEA to prepare for full implementation of a school intervention model at the start of the 2013-2014 school year. To help in its preparation, an LEA may use federal FY 2011 SIG funds in its SIG schools after the LEA has been awarded a SIG grant for those schools based on having a fully approvable application consistent with SIG final requirements.

Appendix E

To help in its preparation, as soon as it receives the funds, the LEA may use part of its first-year allocation for SIG related activities in schools that will be served with federal FY 2011 SIG funds.

Activities must align to schools' needs assessment and requirements of the intervention model; represent change; be reasonable, necessary, and allowable; be researched-based; and be implemented prior to the beginning of the 2013-2014 academic school year.

Activity Categories with Sample Activities:

Family and Community Engagement: Hold community meetings to review school performance, discuss the school intervention model to be implemented, and develop school improvement plans in line with the intervention model selected; survey students and parents to gauge needs of students, families, and the community; communicate with parents and the community about school status, improvement plans, choice options, and local service providers for health, nutrition, or social services through press releases, newsletters, newspaper announcements, parent outreach coordinators, hotlines, and direct mail; assist families in transitioning to new schools if their current school is implementing the closure model by providing counseling or holding meetings specifically regarding their choices; or hold open houses or orientation activities specifically for students attending a new school if their prior school is implementing the closure model.

Rigorous Review of External Providers: Conduct the required rigorous review process to select a charter school operator, a CMO, or an EMO and contract with that entity (see C-5); or properly recruit, screen, and select any external providers that may be necessary to assist in planning for the implementation of an intervention model.

Staffing: Recruit and hire the incoming principal, leadership team, instructional staff, and administrative support; or evaluate the strengths and areas of need of current staff.

Instructional Programs: Provide remediation and enrichment to students in schools that will implement an intervention model at the start of the 2012-2013 school year through programs with evidence of raising achievement; identify and purchase instructional materials that are research-based, aligned with State academic standards, and have data-based evidence of raising student achievement; or compensate staff for instructional planning, such as examining student data, developing a curriculum that is aligned to State standards and aligned vertically from one grade level to another, collaborating within and across disciplines, and devising student assessments.

Professional Development and Support: Train staff on the implementation of new or revised instructional programs and policies that are aligned with the school's comprehensive instructional plan and the school's intervention model; provide instructional support for returning staff members, such as classroom coaching, structured common planning time, mentoring, consultation with outside experts, and observation of classroom practice, that is aligned with the school's comprehensive instructional plan and the school's intervention model; or train staff on the new evaluation system and locally adopted competencies.

Preparation for Accountability Measures: Develop and pilot a data system for use in SIG-funded schools; analyze data on leading baseline indicators; or develop and adopt interim assessments for use in SIG-funded schools.

Appendix F

Appendix F-SCHOOL COVER SHEET – Restart Model

School Name: Address:	District Point of Contact (POC) Name & Position: Phone#: Email Address:
School Number:	Title I Status: _____ Schoolwide Program _____ Targeted Assistance Program _____ Title I Eligible School
Year the school entered Priority status: _____	
Principal's Name SY 2012-13: (Indicate <i>TBD</i> if unknown at this time.) Phone # Email Address:	Waiver Request(s): _____ Requested for this School _____ Not Requested for this School
Amount the LEA is requesting from SY 2012-13 School Improvement Funds for the next three years for this school*: * Each year--not to exceed \$2 million	
Pre-Implementation Activities Year 1	\$
Year 1: SY 2013-14 excluding pre-implementation	\$
Year 2: SY 2014-15	\$
Year 3: SY 2015-16	\$
Three Year Total Budget	\$

Appendix F

School Level Descriptive Information

School Comprehensive Needs Analysis:

Using the analysis of the data in the areas below, provide a summary and conclusion for each of the areas as indicated.

Using the needs analysis, each LEA is required to select an intervention for each school.

Name:			Intervention Model:		
Provide a minimum of two years of data where indicated.			Provide a summary and conclusion of the analysis of each area.		
1. Student Profile Data	2010-11	2011-12			
Total student enrollment					
Grade level enrollment					
Number of students in each subgroup (List applicable subgroups below.)					
Mobility (%) - Entrants, Withdrawals					
Attendance %					
Suspensions (#)					
Expulsions (#)					
AP, IB, and Dual Enrollment (#)					
Graduation Rate					
2. Staff Profile Data			Provide a summary and conclusion of the analysis of each area.		
Principal Length of time in position					
Teaching Staff Number of years experience in profession					
1. 1 to 3					
2. 4-10 years					
3. 11-20 years					
4. 21+ years					
Teaching Staff Number and % of experience in the school					
1. 1 to 3					
2. 4-10 years					
3. 11-20 years					
4. 21+ years					

Appendix F

Teacher attendance rate	2010-2011	2011-2012	
Teacher evaluation data by levels		2011-2012	
		Level 1	
		Level 2	
		Level 3	
		Level 4	
		Level 5	
3. Student Achievement Data	2010-2011	2011-2012	Provide a summary of existing status and current needs.
Reading/Language Arts			
“Every test taker” (ETT) category			
Subgroups: Economically disadvantaged students, Special education students English Language Learners (ELL) Race/ethnicity subgroups			
School performance on value-added student achievement			
Mathematics			
“Every test taker” (ETT) category			
Subgroups: Economically disadvantaged students, Special education students English Language Learners (ELL) Race/ethnicity subgroups			
ACT scores (if applicable)			
Graduation Rate (if applicable)			
4. School Culture and Climate	Provide a summary of existing status and current needs.		

Appendix F

TELL Survey Analysis	
School Safety	
Student Health Services	
Attendance Support	
Social and Community Support	
Parent Support	
5. Rigorous Curriculum- Alignment of curriculum with state standards across grade levels	Provide a summary of existing status and current needs.
Curriculum Intervention Programs	
Enrichment Programs	
Dual enrollment (if applicable)	
Advanced Placement (if applicable)	
6. Instructional Program	Provide a summary of existing status and current needs.
Planning and implementation of research based instructional strategies	
Use of instructional technology	
Use of data analysis to inform and differentiate instruction	
Number of minutes scheduled for core academic subjects	
7. Assessments	
Use of formative, interim, and summative assessments to measure student progress	
Timeline for reporting student progress to parents	
8. Parent and Community Support	Provide a summary of existing status and current needs.
Social, health, and community services to students and families	
Parent support to students and school	

2. School Improvement Plan

Attach an electronic copy of the school's comprehensive plan for school improvement that will be implemented in conjunction with the Restart Model. (Label as Attachment *School Name* School Improvement Plan)

You may use the “streamlined” improvement plan developed in Fall 2011, “Revised Tennessee School and District Improvement Planning” document or one of your choosing.

Restart Model

School Name:	Tier:
Rationale for selection of intervention model: Explain how the LEA will use the restart intervention model to address the root causes of the school's low-performance as identified in the school's needs assessment.	
Annual Goals for Reading/Language Arts on State assessments for "all students" group and for each subgroup. SY 2013: SY 2014: SY 2015:	
Quarterly Milestone Goals for Reading/Language Arts on interim assessments for "all students" group and for each subgroup for (to be updated annually upon renewal of the grant).	
Annual Goals for Mathematics on State assessments for "all students" group and for each subgroup. SY 2013: SY 2014: SY 2015:	
Quarterly Milestone Goals for Mathematics on interim assessments for "all students" group and for each subgroup for_(to be updated annually upon renewal of the grant).	

Name of School:		Tier:	
Restart Model LEA Design and Implementation of the Intervention Model	Action Steps for Pre-implementation and Year One. Pre-implementation, April 1-Sept. 1, 2013	Implementation Timeline	Name and Position of Responsible Person(s)
Requirements for the Restart Model. (LEA must implement all.)			
1. Select CMO to restart school			
2. Notify parents and other stakeholders of the restart process and of the LEA's obligation to enroll all previously enrolled students in the new school.			

<p>Pre-Implementation Activities:</p> <p>Please note: The activity categories listed below are not an exhaustive or required list. Rather, they illustrate possible activities that the LEA may list, depending on the needs of the school.</p> <p>Pre-Implementation allows the LEA to prepare for full implementation of a school intervention model at the start of the 2013-2014 school year. To help in its preparation, an LEA may use federal FY 2011 SIG funds in its SIG schools after the LEA has been awarded a SIG grant for those schools based on having a fully approvable application consistent with SIG final requirements.</p> <p>To help in its preparation, as soon as it receives the funds, the LEA may use part of its first-year allocation for SIG related activities in schools that will be served with federal FY 2011 SIG funds.</p> <p>Activities must align to schools' needs assessment and requirements of the intervention model; represent change; be reasonable, necessary, and allowable; be researched-based; and be implemented prior to the beginning of the 2013-2014 academic school year.</p> <p><u>Activity Categories with Sample Activities:</u></p>

Family and Community Engagement: Hold community meetings to review school performance, discuss the school intervention model to be implemented, and develop school improvement plans in line with the intervention model selected; survey students and parents to gauge needs of students, families, and the community; communicate with parents and the community about school status, improvement plans, choice options, and local service providers for health, nutrition, or social services through press releases, newsletters, newspaper announcements, parent outreach coordinators, hotlines, and direct mail; assist families in transitioning to new schools if their current school is implementing the closure model by providing counseling or holding meetings specifically regarding their choices; or hold open houses or orientation activities specifically for students attending a new school if their prior school is implementing the closure model.

Rigorous Review of External Providers: Conduct the required rigorous review process to select a charter school operator, a CMO, or an EMO and contract with that entity (see C-5); or properly recruit, screen, and select any external providers that may be necessary to assist in planning for the implementation of an intervention model.

Staffing: Recruit and hire the incoming principal, leadership team, instructional staff, and administrative support; or evaluate the strengths and areas of need of current staff.

Instructional Programs: Provide remediation and enrichment to students in schools that will implement an intervention model at the start of the 2012-2013 school year through programs with evidence of raising achievement; identify and purchase instructional materials that are research-based, aligned with State academic standards, and have data-based evidence of raising student achievement; or compensate staff for instructional planning, such as examining student data, developing a curriculum that is aligned to State standards and aligned vertically from one grade level to another, collaborating within and across disciplines, and devising student assessments.

Professional Development and Support: Train staff on the implementation of new or revised instructional programs and policies that are aligned with the school's comprehensive instructional plan and the school's intervention model; provide instructional support for returning staff members, such as classroom coaching, structured common planning time, mentoring, consultation with outside experts, and observation of classroom practice, that is aligned with the school's comprehensive instructional plan and the school's intervention model; or train staff on the new evaluation system and locally adopted competencies.

Preparation for Accountability Measures: Develop and pilot a data system for use in SIG-funded schools; analyze data on leading baseline indicators; or develop and adopt interim assessments for use in SIG-funded schools.

Appendix G SCHOOL COVER SHEET – Closure Model

School Name: Address:	District Point of Contact (POC) Name & Position: Phone#: Email Address:
School Number:	Title I Status: <input type="checkbox"/> Schoolwide Program <input type="checkbox"/> Targeted Assistance Program <input type="checkbox"/> Title I Eligible School
Year the school entered Priority status: _____	
Principal's Name SY 2012-13: (Indicate TBD if unknown at this time.) Phone # Email Address:	Waiver Request(s): <input type="checkbox"/> Requested for this School <input type="checkbox"/> Not Requested for this School
Amount the LEA is requesting from SY 2012-13 School Improvement Funds for the next three years for this school*: * Each year--not to exceed \$2 million	
Pre-Implementation Activities Year 1	\$
Year 1: SY 2013-14 excluding pre-implementation	\$
Year 2: SY 2014-15	\$
Year 3: SY 2015-16	\$
Three Year Total Budget	\$

School Level Descriptive Information

1. Provide the student achievement data for the Priority school in which the LEA will implement the Closure Model.

Student Achievement Data	2010-2010	2011-2012
Reading/Language Arts		
“Every test taker” (ETT) category		
Subgroups: Economically disadvantaged students, Special education students English Language Learners (ELL) Race/ethnicity subgroups Gender		
Mathematics		
“Every test taker” (ETT) category		
Subgroups: Economically disadvantaged students, Special education students English Language Learners (ELL) Race/ethnicity subgroups Gender;		
Graduation rate, if applicable		

2. Provide evidence that the students leaving the closing school are enrolling in a receiving school/s that are higher achieving. Complete the table below for each receiving school. Duplicate, if necessary.

If the receiving schools have not yet been determined, note that the list of receiving schools and their data must be submitted to SDE before school closure moves forward.

Name of Receiving School:		What is the proximity of the closed school to the receiving school?
Student Achievement Data	2010-2011	2011-2012
Reading/Language Arts		
“Every test taker” (ETT) category		
Subgroups: Economically disadvantaged students, Special education students English Language Learners (ELL) Race/ethnicity subgroups Gender		
Mathematics		
“Every test taker” (ETT) category		
Subgroups: Economically disadvantaged students, Special education students English Language Learners (ELL) Race/ethnicity subgroups Gender;		
Graduation rate (if applicable)		

Appendix G--School Closure Model

Name of School:			
School Closure Model LEA Design and Implementation of the Intervention Model for this Grant	Action Steps Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.	Implementation Timeline	Name and Position of Responsible Person(s)
Requirements for the School Closure Model			
1. Identify the school for closure Describe specific action steps that the LEA will take to identify the school for closure, close the school, transfer students to their receiving schools, and inform and engage all relevant stakeholders in the implementation of the closure model.			
2. Identify receiving schools for students from the closed school Describe specific action steps that the LEA will take to identify the receiving schools, transfer students into their receiving schools, and inform and engage all relevant stakeholders in the implementation of the closure model.			
Closure Model Addendum: Pre-Implementation Activities			
Please note: The activity categories listed below are not an exhaustive or required list. Rather, they illustrate possible activities that the LEA may list, depending on the needs of the school.			
Pre-Implementation Activities: Pre-Implementation allows the LEA to prepare for full implementation of a school		Provide a Description of how the LEA will use federal FY 2010 SIG funds in its newly identified SIG schools.	

<p>intervention model at the start of the 2011-2012 school year. To help in its preparation, an LEA may use federal FY 2010 SIG funds in its SIG schools after the LEA has been awarded a SIG grant for those schools based on having a fully approvable application consistent with SIG final requirements.</p> <p>As soon as it receives the funds, the LEA may use part of its first-year allocation for SIG related activities in schools that will be served with federal FY 2010 SIG funds. Activities must align to schools' needs assessment and requirements of the intervention model; represent change; be reasonable, necessary, and allowable; be researched-based; and be implemented prior to the beginning of the 2011-2012 academic school year.</p> <p><u>Activity Categories with Sample Activities:</u></p> <p>Family and Community Engagement: Hold community meetings to review school performance, discuss the school intervention model to be implemented, and develop school improvement plans in line with the intervention model selected; survey students and parents to gauge needs of students, families, and the community; communicate with parents and the community about school status, improvement plans, choice options, and local service providers for health, nutrition, or social services through press releases, newsletters, newspaper announcements, parent outreach coordinators, hotlines, and direct mail; assist families in transitioning to new schools if their current school is implementing the closure model by providing counseling or holding meetings specifically regarding their choices; or hold open houses or orientation activities specifically for students attending a new school if their prior school is implementing the closure model.</p>	<p>Include the cost for each activity. Items in this section must be included in the Budget/Budget Justifications.</p>
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Appendix H-SCHOOL COVER SHEET - Transformation Model

School Name: Address:	District Point of Contact (POC) Name & Position: Phone#: Email Address:
School Number:	Title I Status: _____ Schoolwide Program _____ Targeted Assistance Program _____ Title I Eligible School
Year the school entered Priority status: _____	
Principal's Name SY 2012-13: (Indicate TBD if unknown at this time.) Phone # Email Address:	Waiver Request(s): _____ Requested for this School _____ Not Requested for this School
Amount the LEA is requesting from SY 2012-13 School Improvement Funds for the next three years for this school*: * Each year--not to exceed \$2 million	
Pre-Implementation Activities Year 1	\$
Year 1: SY 2013-14 excluding pre-implementation	\$
Year 2: SY 2014-15	\$
Year 3: SY 2015-16	\$
Three Year Total Budget	\$

School Level Descriptive Information

1. School Comprehensive Needs Analysis:

Using the analysis of the data in the areas below, provide a summary and conclusion for each of the areas as indicated.

Using the needs assessment, each LEA is required to select an intervention for each school.

Name:			Intervention Model	
Provide a minimum of two years of data where indicated.			Provide a summary and conclusion of the analysis of each area.	
1. Student Profile Data	2010-11	2011-12		
Total student enrollment				
Grade level enrollment				
Number of students in each subgroup (List applicable subgroups below.)				
Mobility (%) - Entrants, Withdrawals				
Attendance %				
Suspensions (#)				
Expulsions (#)				
AP, IB, and Dual Enrollment (#)				
Graduation Rate				
2. Staff Profile Data			Provide a summary and conclusion of the analysis of each area.	
Principal Length of time in position				
Teaching Staff Number of years experience in profession				
1. 1 to 3				
2. 4-10 years				
3. 11-20 years				
4. 21+ years				
Teaching Staff Number and % of experience in the school				
1. 1 to 3				
2. 4-10 years				
3. 11-20 years				
4. 21+ years				

Teacher attendance rate	2010-2011	2011-2012	
Teacher evaluation data by levels		2011-2012 Level 1 Level 2 Level 3 Level 4 Level 5	
3. Student Achievement Data	2010-2011	2011-2012	Provide a summary of existing status and current needs.
Reading/Language Arts			
“Every test taker” (ETT) category			
Subgroups: Economically disadvantaged students, Special education students English Language Learners (ELL) Race/ethnicity subgroups			
School performance on value-added student achievement			
Mathematics			
“Every test taker” (ETT) category			
Subgroups: Economically disadvantaged students, Special education students English Language Learners (ELL) Race/ethnicity subgroups			
ACT scores (if applicable)			
Graduation rate (if applicable)			
4. School Culture and Climate	Provide a summary of existing status and current needs.		

TELL Survey Analysis	
School Safety	
Student Health Services	
Attendance Support	
Social and Community Support	
Parent Support	
5. Rigorous Curriculum- Alignment of curriculum with state standards across grade levels	Provide a summary of existing status and current needs.
Curriculum Intervention Programs	
Enrichment Programs	
Dual enrollment (if applicable)	
Advanced Placement (if applicable)	
6. Instructional Program	Provide a summary of existing status and current needs.
Planning and implementation of research based instructional strategies	
Use of instructional technology	
Use of data analysis to inform and differentiate instruction	
Number of minutes scheduled for core academic subjects	
7. Assessments	
Use of formative, interim, and summative assessments to measure student progress	
Timeline for reporting student progress to parents	
8. Parent and Community Support	Provide a summary of existing status and current needs.
Social, health, and community services to students and families	
Parent support to students and school	

2. School Improvement Plan

Attach an electronic copy of the school's comprehensive plan for school improvement that will be implemented in conjunction with the Transformation Model. (Label as Attachment *School Name* School Improvement Plan)

You may use the “streamlined” improvement plan developed in Fall 2011, “Revised Tennessee School and District Improvement Planning document or one of your choosing.

Transformation Model

School Name:
Rationale for selection of intervention model: Explain how the LEA will use the transformation intervention model to address the root causes of the school's low-performance as identified in the school's needs assessment.
If the LEA has begun in whole or in part a transformation intervention model within the past two years, and wished to continue, describe the actions that have been taken up to the present that are relative to the transformation requirements. Cite evidence of the impact of the model on the school to date.
<p>Annual Goals for Reading/Language Arts on State assessments for "all students" group and for each subgroup.</p> <p>SY 2013:</p> <p>SY 2014:</p> <p>SY 2015:</p>
Quarterly Milestone Goals for Reading/Language Arts on interim assessments for "all students" group and for each subgroup for (to be updated annually upon renewal of the grant)
<p>Annual Goals for Mathematics on State assessments for "all students" group and for each subgroup.</p> <p>SY 2013:</p> <p>SY 2014:</p> <p>SY 2015:</p>

Quarterly Milestone Goals for Mathematics on interim assessments for “all students” group and for each subgroup for (to be updated annually upon renewal of the grant).

Transformation Model Requirements LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Model Requirements. Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.	Implementation Timeline	Name and Position of Responsible Person(s)
Requirements for the Transformation Model (LEA must implement actions 1-11.)			
<i>A transformation model is one in which the LEA <u>must</u> implement each of the following strategies to develop and increase teacher and school leader effectiveness:</i>			
1. Replace the principal who led the school prior to commencement of the transformation model			
2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that- a. Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high-school graduations rates b. Are designed and developed with teacher and principal involvement			
3. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high-school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so			
4. Provide staff with ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction			

Transformation Model Requirements	Action Steps for Model Requirements.	Implementation Timeline	Name and Position of Responsible Person(s)
LEA Design and Implementation of the Intervention Model for Each Year of Grant	Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.		
that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies			
5. Implement such strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the student in a transformation school			
<i>A transformation model is one which the LEA must implement each of the following comprehensive instructional reform strategies.</i>			
6. Use data to identify and implement an instructional program that is research-based and "vertically aligned" from one grade to the next as well as aligned with State academic standards			
7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students			
<i>A transformation model is one which the LEA must implement each of the following strategies to increase learning time and create community oriented schools.</i>			
8. Establish schedules and implement strategies that provide increased learning time as defined			

Transformation Model Requirements	Action Steps for Model Requirements.	Implementation Timeline	Name and Position of Responsible Person(s)
LEA Design and Implementation of the Intervention Model for Each Year of Grant	Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.		
in the SIG final requirements.			
9. Provide ongoing mechanisms for family and community engagement			
<i>A transformation model is one which the LEA must implement each of the following strategies to provide operational flexibility and sustained support.</i>			
10. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates			
11. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO)			
Permissible Strategies for the Implementation of the Transformation Model			
<i>A transformation model is one which the LEA may implement any of the following required strategies to:</i> <i>(Strategies #12-26 are not required.)</i> <ul style="list-style-type: none"> • <i>Develop and increase teacher and school leader effectiveness</i> • <i>Provide comprehensive instructional reform strategies</i> • <i>Increase learning time and create community oriented schools</i> • <i>Provide operational flexibility and sustained support.</i> 			
12. Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school			
13. Instituting a system for measuring changes in instructional practices resulting from			

Transformation Model Requirements	Action Steps for Model Requirements.	Implementation Timeline	Name and Position of Responsible Person(s)
LEA Design and Implementation of the Intervention Model for Each Year of Grant	Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.		
professional development			
14. Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority			
15. Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective			
16. Implementing a schoolwide "response-to-intervention" model			
17. Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content			
18. Using and integrating technology-based supports and interventions as part of the instructional program			
19. In secondary schools-- (a) Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement or International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based			

Transformation Model Requirements LEA Design and Implementation of the Intervention Model for Each Year of Grant	Action Steps for Model Requirements. Note: Pre-implementation activities for Year One must be included in the chart at the end of this model.	Implementation Timeline	Name and Position of Responsible Person(s)
contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework (b) Improving student transition from middle to high school through summer transition programs or freshman academies (c) Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or (d) Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate			
20. Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs			
21. Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff			

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22. Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment			
23. Expanding the school program to offer full-day kindergarten or pre-kindergarten			
24. Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA			
25. Implementing a per-pupil school-based budget formula that is weighted based on student needs			
<p>Pre-Implementation Activities: Please note: The activity categories listed below are not an exhaustive or required list. Rather, they illustrate possible activities that the LEA may list, depending on the needs of the school.</p> <p>Pre-Implementation allows the LEA to prepare for full implementation of a school intervention model at the start of the 2013-2014 school year. To help in its preparation, an LEA may use federal FY 2011 SIG funds in its SIG schools after the LEA has been awarded a SIG grant for those schools based on having a fully approvable application consistent with SIG final requirements.</p> <p>To help in its preparation, as soon as it receives the funds, the LEA may use part of its first-year allocation for SIG related activities in schools that will be served with federal FY 2011 SIG funds.</p> <p>Activities must align to schools' needs assessment and requirements of the intervention model; represent change; be reasonable, necessary, and allowable; be researched-based; and be implemented prior to the beginning of the 2013-2014 academic school year.</p> <p>Activity Categories with Sample Activities: Family and Community Engagement: Hold community meetings to review school performance, discuss the school intervention model to be implemented, and develop school improvement plans in line with the intervention model selected; survey students and parents to gauge needs of students, families, and the community; communicate with parents and the community about school status, improvement plans, choice options, and local service providers for health,</p>			

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<p><i>nutrition, or social services through press releases, newsletters, newspaper announcements, parent outreach coordinators, hotlines, and direct mail; assist families in transitioning to new schools if their current school is implementing the closure model by providing counseling or holding meetings specifically regarding their choices; or hold open houses or orientation activities specifically for students attending a new school if their prior school is implementing the closure model.</i></p> <p>Rigorous Review of External Providers: <i>Conduct the required rigorous review process to select a charter school operator, a CMO, or an EMO and contract with that entity (see C-5); or properly recruit, screen, and select any external providers that may be necessary to assist in planning for the implementation of an intervention model.</i></p> <p>Staffing: <i>Recruit and hire the incoming principal, leadership team, instructional staff, and administrative support; or evaluate the strengths and areas of need of current staff.</i></p> <p>Instructional Programs: <i>Provide remediation and enrichment to students in schools that will implement an intervention model at the start of the 2012-2013 school year through programs with evidence of raising achievement; identify and purchase instructional materials that are research-based, aligned with State academic standards, and have data-based evidence of raising student achievement; or compensate staff for instructional planning, such as examining student data, developing a curriculum that is aligned to State standards and aligned vertically from one grade level to another, collaborating within and across disciplines, and devising student assessments.</i></p> <p>Professional Development and Support: <i>Train staff on the implementation of new or revised instructional programs and policies that are aligned with the school's comprehensive instructional plan and the school's intervention model; provide instructional support for returning staff members, such as classroom coaching, structured common planning time, mentoring, consultation with outside experts, and observation of classroom practice, that is aligned with the school's comprehensive instructional plan and the school's intervention model; or train staff on the new evaluation system and locally adopted competencies.</i></p> <p>Preparation for Accountability Measures: <i>Develop and pilot a data system for use in SIG-funded schools; analyze data on leading baseline indicators; or develop and adopt interim assessments for use in SIG-funded schools.</i></p>			

